

JOB TITLE	Welfare Assistant (Primary)	JOB REF NO	AAAD5026
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BASIC JOB PURPOSE

To work under the direct instruction of teaching staff/teaching assistants and to assist with the general welfare and care of pupils in relation to pupils physical, social and emotional needs and development.

NO	MAIN RESPONSIBILITIES
1.	Attend to the personal, social and physical needs of pupils including washing, toileting, assisting with feeding, bathing, dressing and undressing pupils.
2.	Under the direct supervision of the teacher or other staff, assist individual or groups of pupils in the classroom and ensure their safety and well being.
3.	Assist with the escorting of pupils on educational and recreational visits.
4.	Help pupils to transfer to and from their transport and escort them to designated area
5.	Relay pupil care information to teaching staff for updating of schools records.
6.	Carry out washing/laundry and cleaning of equipment duties
7.	Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
8.	Display and present the pupils' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
9.	Attend staff and other meetings and participate in staff training development work and staff reviews as required

Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not Applicable

Other Employees supervised by jobholder (not in a direct line relationship)

<u>No and FTE</u>	<u>Levels / grades</u>	<u>Types of work</u>	<u>Where based</u>
	Occasional newly appointed members of staff (teaching and non teaching)		Same school

What does the supervision of these employees involve?

Occasional and shared contribution with all staff in the induction of the above: provide practical instruction in school procedures, and general direction 'showing the ropes'.

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

Not Applicable

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? **No**

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Handling cash - collect pupil's monies and forward to the school administrator as necessary. See Physical Resources.		

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Pupil Records	Notify pupil care information to teaching staff for updating of schools records i.e. pupil toileting programmes.	Daily
Specialist Equipment e.g. communication aids, specialist moving and handling equipment etc	To mobilise, communicate with and feed pupils.	Daily
Classroom environment and learning equipment	Prepare classroom equipment to support lesson activities, clean and tidy away safely and securely.	Daily
Pupil's possessions	Safekeeping of pupil's possessions, for example mobile phones, money, keys etc in school and also whilst pupils are away from the school.	As and when required

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Attend to the personal, social and physical needs of pupils including washing, toileting, assisting with feeding, bathing, dressing and undressing pupils. Report any changes in pupil handling and care needs to line manager. Assist with playground supervision.	Pupils	Provide respectful and dignified care to a high standard where pupils are dependant on the jobholder for all personal needs. To assist the pupils in the development of self-reliance and independence.
Under the direct supervision of the teacher or other staff in the same classroom, assist individual or groups of pupils in the classroom and ensure their safety and well being. Intervene with pupils in case of arguments and squabbles. More serious incidents would be referred directly to teaching staff.	Pupils	To encourage pupils to interact with others and engage in activities led by the teacher. To ensure the safety and well being of pupils at all times.

Display and present the pupils' work, under the direction of teaching staff/line manager.	Pupils	To enhance the classroom environment and celebrate achievement.
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Does the Jobholder develop policy or provide advice and information which impacts on people? **No**

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	An understanding of care/welfare routines for pupils with varying degrees of physical and learning difficulties including: An understanding of classroom routines. Knowledge of individual feeding techniques, toileting programmes etc. Manual Handling techniques. Communication techniques e.g. Makaton, PECS	To provide practical hands on care and to move/handle pupils.. To prepare classroom equipment for lesson activities.	Experience of children, induction and on the job training.
Literacy and Numeracy	Basic literacy and numeracy	To assist pupils participate in classroom activities. To read instructions and take brief notes for staff information.	School education
Equipment	Pupil aids and/or manual handling equipment	Safe usage and operation	Experience, in-house training and manufacturers' instructions
School childcare procedures	An understanding of school practices and procedures which impact on children and their care	To follow school procedures and practices to meet legislative requirements	Experience, briefing and in-house training
Legislation	An awareness of Child protection, Health and safety, and care legislation	To meet school standards and legislative requirements	Experience, briefing and in-house training

How long would it take for a jobholder to become fully operational? Eight to twelve weeks to acquire knowledge and experience to safely operate different types of school and pupil equipment and to develop a working relationship with pupils.

6 MENTAL SKILLS

- a) What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.**

Example To respond to pupil behavioural problems and intervene to reduce any potential harm or danger to the pupils and to maintain normal working relationships within the rest of the group.

Example To respond to pupil's physical, welfare and emotional needs. To be alert to the comfort and needs of pupils at all times, to reposition pupils, their aids or equipment, or learning materials and resources as necessary in order to facilitate the lesson activity. Report any changes in pupil handling and care needs to line manager.

- b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

Example: To prepare groups of special needs children for swimming, P.E. exercises etc. Assist in the dressing and undressing of children, determine the pupils in need of the most attention and assist as required to ensure that they are ready and on time for the intended exercise.

- c) Approximately how often would the example in (b) occur?**

2/3 times per week

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Analytical	Respond to pupils' personal, physical, and social needs
Creative	Display and present the pupils' work, under the direction of teaching staff or teaching assistants, so that it enhances the classroom environment and celebrates achievement.
Judgment	To determine when to intervene with pupils for care and welfare issues

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Caring	To communicate with special needs children. To interpret and respond to pupils and provide reassurance and hands-on support.	Pupils with learning and/or communication difficulties
Motivation	To lead by example asserting an enthusiastic approach to care and learning activities, to praise and encourage pupils and provide recognition of their progress	Pupils
Written	To provide a brief note of children's response to a care programme.	Teaching staff and assistants

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination and manual dexterity	Manual handling of students. Use of specialised pupil or educational equipment	Care and safety requirements

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder? The school and class timetable together with care rotas provide the basis for daily and weekly routines. Predetermined programmes of care are delegated and the jobholder is required to attend to the care needs of pupils throughout the day. The head teacher and members of the school management team also delegate occasional tasks, for example escorting children in and out of school, laundry duties, sorting school equipment etc.

b) What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?
Daily and for individual lessons.

Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

There is minimal scope for variation of school practices and procedures.

to allocate their time to duties?

Within the structured school and classroom timetable and under the guidance of teaching staff and/or teaching assistants and to respond to individual pupils' care needs.

d) What is the level of guidance/instruction available?

All tasks are closely defined by school procedures.

e) What sort of direction, management or supervision is given to the jobholder?

There is a daily briefing with teaching staff. There are regular team meetings and periodic supervision to discuss training, personal and professional development issues.

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Change pupils and/or undertake laundry duties	School procedures and from experience	Daily
Pupil behavioural issues, i.e. squabbling, refusing to conform to instructions etc	School behaviour procedures	Daily
Unexpected problem	Nature of available guidance	Typical Frequency
Assist a child in distress or in medical emergency until appropriate help arrives	First aid/emergency response procedures	Several times per year

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Complaint from parents	Line manager	Few times per year
Conflicting instructions	Line manager for guidance	Few times per year

between teaching staff, teaching assistants and professional school support staff		
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10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting, handling and supporting pupils.	Short bursts	Several times per day	Awkward movement of children including their bodyweight. Shared as appropriate.
Assisting pupil participating in physical education/ exercises	Couple of hours	At least weekly	
Seated in a constrained position whilst undertaking learning activities in children's chairs, undertaking care functions etc	Short bursts	Throughout the working day	
Pulling and pushing - pupils equipment, rearranging tables and classroom equipment	Short bursts	Several times throughout the working week	Awkward movement of bulky items

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Under the direction of teaching staff, assist with a mixture of activities. Awareness of needs of children with limited communication, medical, physical, and emotional difficulties.	Alertness	Ongoing	Throughout the working day
Prepare classroom for lesson activity and tidy away equipment after lesson activity.	Attention to detail	Several minutes	Several times daily
Provide verbal feedback of observations regarding pupil responses and progress to teaching staff.	Alertness	Short periods	Daily

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions Deadlines Conflicting demands	Pupils' welfare and care needs Class routines. To select and determine the most 'in need' pupil for immediate attention. Conflict of pupil and teaching staff requirements, i.e. pupil care needs outside of the classroom versus teaching staff in class expectations of the pupil and the resultant demands on the jobholder	Few minutes	Throughout the working day

If the jobholder is subject to any other form of mental demand, please give details below.

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
Respond to the significant demands of physically and mentally impaired pupils and carry out duties as a carer. Provide care, reassurance and dignified support to special needs pupils in a mainstream setting, and deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/ stresses.	Dealing with demanding behaviour, to work in a one to one relationship with vulnerable/disadvantaged children and the application of sensitive and intimate child background knowledge	Daily

13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Classroom	20%
Changing rooms and toilet areas.	70%
Educational visits, sports, therapy and outdoor activities	10%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

Not applicable

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Rude, abrasive and uncooperative pupils, and inappropriate behaviour.	Several minutes	Several times daily
To attend to pupils personal and care needs, i.e. toileting, exposure to infection, parasites, body fluids etc including pupil deliberate actions.	Several minutes	Throughout the working day

- d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Gloves and apron